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(Video plays)

SPEAKER:

What you think of, we think of yoga? Poses on a mat, perfect alignment? Reaching far beyond your toes. The beauty of yoga is that it is much more than a sequence.

SPEAKER:

Thank you so much for joining us.

SPEAKER:

Yoga is asana, and also activism. Yoga is about a quiet, internal journey. And a growing powerful outward voice. Yoga is action, curiosity, empathy. Join us as we celebrate yoga. The diversity of the millions who practice it, and the power it gives us all. Because we are all for yoga, and yoga is all for us.

PATRICIA ANDERSON:

Good morning, good afternoon, good evening Yoga Alliance committee. My name is Patricia Anderson, use the pronouns she/her/hers. I am happy to be your host please let us know where in the world were joining us today. We have folks from South America, plenty folks from North America.

I have one friend wide-awake in southeast Asia, 2 friends wide awake in South East Asia. We love it, thanks again for joining us. If you been with us before, you know I am a consultant to Yoga Alliance. I am also a 16 year practitioner of yoga and I've been teaching for 3 years. Today, I'm really excited to bring you this session that is been designed for us by the 3 folks who join me on the screen.

I'm going to give a very brief instruction to them, they are wonderfully accomplished people both in yoga and yoga teaching and in other areas of their lives. Before we do that, just a couple more housekeeping notes. Behind the scenes today we have my dear friend an awesome wing woman producing this session, her name is Cybill Valentine.

We also have a very talented person with fast fingers will be providing live captions for you today. Today's session is eligible for continuing education credits. Cybill and I will post some instructions into the chapter use you can enter those credits on your teacher dashboard. And, now I'm going to stop talking and get to the introductions.

We have with us today Sheri Fisher, Allison Rissel and Doctor John Cottrell as I mentioned they have lots of yoga teaching experience as well as other life experiences and professional experiences. They

have designed this session for you all today.

I'm going to pause there and we will post their bios to the chats you can see all of the things that need to know about them. I think I'm turning over to Sherry, is that right? Alright, take it away. Things are being with us.

SHERI FISHER:

Thanks to the yoga alliance team for allowing us to do this. My name is Sheri Fisher, between John Allison and I we are very excited to be here today. Our goal is to help you better understand your commitment as a yoga teacher. Get a better sense of the rules response ability to have when you step into the teaching position.

Our hope is not to shock and scare you but really to inform and share with you our experiences to help you feel prepared as a yoga teacher. We have some handouts that are available. In the chapter should be a link there for you to go and download these handouts. This is so you can follow along with us, do the activities that we have. It also has a lot of the content that we are sharing on our slides. We are happy to share the slides as well. This will give you what you need to follow along with us. It also has our contact information, the tip sheet with 10 things you need to know about being a yoga teacher. Go ahead and take a moment to get into the chat and find those links.

Our webinar today is based on the route to rise yoga teaching method and the 5 pillars of powerful teaching. Those are put up on the screen. The first pillar, they all start with a C to hopefully make it easy for you to remember. The first one is communication, that is effectively communicating with your students. The 2nd pillar of powerful teaching is character. That is setting the tone and it takes it beyond a classmates of morbid yoga experience. The 3rd is connection, that is building community inside and outside the studio. So does the connection with yourself.

Understanding how to tune in, and trust your intuition and use it in your teaching practice. The 4th pillar is commitment. This is maintaining a high level of commitment to yourself, your students, your fellow teachers on your teaching team into the studio and facility where you teach. In addition, this also includes the commitment of the studio or facility has to there yoga teaching team.

The 5th pillar of the retries yoga teaching method is consideration. This is teaching to all students with compassion and in diverse and meaningful ways. What we will be focusing on today's the 4th pillar of powerful teaching which is commitment.

Our objectives for today are to help you to gain a better understanding of the roles and responsibility is you have as a yoga teacher. And to understand the importance of commitment throughout your entire yoga teaching professional career.

That also to help you strategize what to do when the unexcited happens in your yoga classes. Even though we would love to say it won't happen, believe me it will happen someday and we have no idea how it will show up. We want to give you a frameworks that you can handle this unexcited situations when they do come up. The last objective is to have some fun.

We will be telling some stories and doing some activities and hope you have a good time with but also get something out of it. Our goal is that you take something from this webinar that you can immediately integrate into your yoga teaching practice. As we jump into our first activity, my first question to you is how sensitive is your ally detector.-- Lie detector.

JOHN COTTRELL:

I want to remind you all to make sure you download the handouts. Just to remind you, my name is John and I'm happy to be here. Located in Salt Lake City, Utah. Here we go, with this activity we are all going to participate in, it is called 2 truths and a lie. You may be familiar with a activity like this. Might've done it at a holiday party or something. Here's how it's going to work, the 3 of us are going to share a yoga teaching story, something that is happened to one of us and you are going to decide at the end of the stories, which to our true and which one was a lie.

That is why you need that handout. That handout you will see our names on there, it's Allison, Sherry and John. That is me. You will see the titles of our stories, and then you can take some notes. You can take some notes just to say you can be a little detective and figure out who is telling a lie, who was telling the truth.

At the end, you are going to be able to tell us which one is alive. Also on that handout there's also space for you to write down what you would do in this scenario. What the scenario is all about will come back to, I think it is on the 2nd page of your handout it is called the 4A's, the 4 letter is will help you note to do when you run into an unpredictable circumstance in a yoga class. After we hear that story we will go through those 4A"s after the stories have been told you decide which one is the truth and which one is alive. You can put into the chat, which one is a lie. I think that is our instructions, hopefully that is clear. Here comes our first story that is going to be from Allison.

ALISON RISSEL:

OK I promise this is one of th true ones, one day I was teaching yoga rushing from one class to another. I was on my bike, I was teaching on a college campus ride my bike down the hill, my yoga mat on my back. I'm speeding down the hill because I was going to be late because I overbooked myself. I am racing down this hill and all of a sudden my yoga mat comes off my back flips down and gets stuck in my front tire. The whole thing comes to a screeching halt, I flip over the handlebars, landed on my shoulder and my head which is not very good. Shoulder and head, I get up I am a little

dazed. Bleeding from different places. People are looking at me, it was very embarrassing. Immediately what goes through my head is "I have to get to class, I have to get there for my students". MIO K, "yes". I have some scrapes, next thing my students I need to get there, I'm going to be late. I have to inform someone. There is no one to call, I was in a college campus. There is not a front desk or anything so I hop back on my bike.

I don't even know what I do with my yoga mat, I probably carried it under my arms because I was so scared and I kept going to class. I got to class, I was just 2 minutes early. I walk in and I tell the class, "hey, I was in a biking accident as you can probably see, I am going to need just a few minutes I can go clean myself up and then we will get started". I go into the bathroom, I clean myself up. I come back to class, I tell them that I'm going to dim the lights a little bit that way they do not have to see the blood coming out of my shoulder.

We dim the lights, and instead of teaching a really power vinyasa class is a comber class. We call ourselves down and then we really get the class started. At the end of class, I apologize again. Everyone seems happy we are all in a really nice place. And I felt really good, I felt like class went really well. So, that is my story.

JOHN COTTRELL:

(Laughs) That is quite a story Allison, I don't know that is true or false. I am kind of hoping that it is false, that it is not true that you had to have gone through that. What we want to do now is go back to our handouts and now look at the 4 A's because we are going to use them to look at Allison's story, to see how she managed the situation. Here is our slide for the 4 A's. The first one is acknowledged, what is happening in the situation? The 2nd one is SS, which I do? For Allison's example she has this accident, going through what she's able to do or what you are able to do in that situation?

Once you have made that situation, it is time to act, act on that decision. Make adjustments to what you need to do an carryforward. Then after all is said or done just analyze and then maybe even applaud. Reflect on what you have done and maybe just a quick assessment of how did this all go and what I had done's mink differently? But also giving yourself a pat on the back for getting to that challenging situation.

Taking a look at those 4 A's, Allison Q help us with these 4 A's and what you did in this situation? For example, acknowledge? What happened, when did you know you needed to pay attention to the situation?

ALISON RISSEL:

There were 2 big things I felt I needed to pay attention to. First was myself, am I OK? Once I established that I was fine, my commitment to myself was good, then I needed to be committed to my

students and the class that I agreed to teach. So I knew once I was fine I needed to make that commitment and see it through. I needed to get to class. That was the first kind of acknowledge.

JOHN COTTRELL:

Right, excellent. I'm sure you had several options at the run-through, how did you assess your options?

ALISON RISSEL:

I immediately thought, is there someone at the front desk I can call. Can I skip class and not tell anyone? Is there a student I am close to that I can call and let them know the situation. I realized that there was no one, no one else. My final option was that I have to get to class. Even if I am late, even if I am not looking the best. I need to get there to inform and communicate what has happened. That was my primary concern.

JOHN COTTRELL:

So I assume that was all in your head all at that moment. Then, what was the action, what did you actually do?

ALISON RISSEL:

Since I knew that there was not anyone for me to call, I was so committed to my students in my class that I hopped on my bike and I made it to class. I just knew that I needed to get there, and once I get there than I would see. Actually had planned to just get there and start teaching. Once I got there, I once again kind of acknowledged that no I need to go to the bathroom first and clean myself up (Laughs). So I had a plan, it did not quite go as I thought. We did not actually get to start class on time.

I needed a few minutes to calm myself down and clean myself up. I made that plan and then I had to adjust, and adjust throughout just to make sure that I could be prepared to teach.

JOHN COTTRELL:

Got it, after all that was done in you got through the class, thank goodness. Looking back on that situation, what did you reflect upon, would you have done something different?

ALISON RISSEL:

I can tell you, first thing I did after the classes I went and bought a bike helmet. And I've used a bike helmet every single day since. I feel very very fortunate. 2nd, I was proud of myself for how I handled it, that I fulfilled that commitment to my students.

It would've been very easy, I felt like I could have had a "out" if I skipped class. I knew my students

were committed, that they had made that commitment and I wanted to meet them where they were. So I feel like I handled everything really, really well given the situation. I am glad that I stayed committed to myself and also my students.

I feel like my commitment to them showed, by showing up. And they were willing to say "oh yeah Allison, take 5 minutes it is OK that we only have a 50 minute class today. Completely fine." I feel like by me showing my commitment to my students, they were willing to show their commitment to me.

We ended up having a really nice class and I feel like we actually created more of a community. It became a little bit more of a running joke from then on (Laughs).

JOHN COTTRELL:

Alright, that is Allison's story. Everyone in chat out there, who is participating in this webinar just be sure to make some notes on your handout and you can circle now or even later is this a true story, or is this a lie?

ALISON RISSEL:

Alright, now we are going to move on. I have shared my story with you, now we are going to move on to Sheri's story. Again, all this is about the unexpected. You'll be able to determine whether Sheri is telling the truth or a lie with her story. Now, that is alarming. As you go through this situation with Sheri reflect back on leave 4A's and how you would reflect on this situation.

SHERI FISHER:

I will start my story by saying my story is also true. I'm checking people into class, it is about 15 minutes before my class is supposed to start. About that time a fire marshal pops his head into the studio, introduces his self and says to me "we're going to do a fire alarm check and I just want to let you know". And I said I would like to let you know "in about 15 minutes I'm teaching a yoga class.. My question to you is do you think we will be finished in 15 minutes? In his answer was "yes we will be". I went into the studio where people were already checked in and signing up. I love know what was happening, and upfront I also let them know what was going to be happening.

When class started, no alarms had gone off yet, so I had a feeling it might happen right in the middle of class. Which is exactly what happened. I went in and I again told the students don't forget, they are going to be testing the fire alarms. I am sorry that this happened today I had no control over when this was going to happen. I said "when it happens we will just hold on where we are or I will get you into a good position and we will just wait it out." About 10 minutes into class I'm teaching the first part my son citations and getting people warmed up and the fire-- sun salutations. And it is not just this huge sound but strobe lights going on and off.

I brought everybody in between the alarm. I walked up and demonstrated to the front of my mat and invited them to go with me and we got into tadasana got into heart center and I invited them to just put their hands and prayed. Finally the alarm went off the lights stopped flashing and I wove it into a yoga moment and I said "we practice in here what we want to be able to do what we are off or our mat"

That was the first time the alarm went off, that was a spoiler alert because it was not over. It went off 2 more times and in between them everyone laughed and we knew that we were all in this together. I started to think, this is going to keep happening, they're having trouble with the fire alarm system maybe I need to just stop class. Then all a free pass. Before I had the opportunity to take them up on that the alarms did stop. We got to continue our class, even wrapping it up with that same message that things like this happen in life and we practice here on our mats what we most want and need throughout our lives.

At the end of this class I said I am sorry this happened and I will absolutely let the studio owner know what happened. I had a good rapport with the students and I think they would've told me. So nobody said anything, I did check with the studio owner and together we decided to give everybody quit locked into that class a free class passed to come back and use whenever they wanted to.

Looking back after everybody left the studio. I laughed to myself like "what are the odds that something like this would happen". My students were patient with the situation and were collaborative with Hout happened and how they handle it. I continued the class, it was a calm class. I felt like it went as good as it could. That is my true story and I am sticking to it.

ALISON RISSEL:

That is so funny Sheri, I feel like things like that deftly come up with the studio or environment where we teach. So 10 Things You Need to Know About Being a Yoga Teacher, number one is that things do not always go as we have planned. Awesome, John, do you have anything to share?

JOHN COTTRELL:

(Laughs) Is that true Sheri, did that really happen?

SHERI FISHER:

That is my story and I'm sticking to it.

JOHN COTTRELL:

Alright, no more comments (Laughs).

SHERI FISHER:

I think as you are listening to each of these stories and going through the handouts with the 4 A's is

walking through that and seeing that if something happens you acknowledge it. You take an assessment, what are my options here? Allison shared what she was thinking as she was going through. That is how we decide and then we adjust as appropriate. If you can think about, and John said this. Thinking about being in this situation, what may have done differently than what I did or what Allison did. It is going to be on you unexpected happens. This kind of stuff does happen but the more you think through it even though you don't know exactly what the unexpected situation it is going to help you take a step forward. A lot of it is using your personal yoga practice as you address these unexpected situations. Allison or John anything else you would like to adhere?

JOHN COTTRELL:

I'm glad that you mentioned about your yoga teacher training. These are things that you may not learn in your yoga teacher training but you will be able to apply what you did learn to circumstances like this. I think that is important to be aware of.

SHERI FISHER:

Yep, so let's talk about before you jump into John's story. Let's talk about other areas of commitment. This is included on page 3 of your handouts. Handling unexpected situations is absolutely one of the areas of commitment that he was a yoga teacher need to take on.

As we share, there's a lot of different ways about unexpected or unpredictable situation can unfold. It takes you thinking on your feet and being prepared to handle some of those things. You know like it is an emergency situation understanding your studios protocols and having your CPR certification. There are some ways you can work through this to be prepared even if you do not know what you are preparing for. As get into the broad area of commitment, this is on page 3 of your handouts. We talk about 3 main areas of commitment that you have is he a good teacher. This is a commitment to your students, is a commitment to your teaching team in the studio or facility where you are teaching. It is also, and I think this is at the base fit. It is your commitment to yourself. And really throughout all of the 5 pillars of powerful teaching it is rooting into yourself and all of those different areas. That is where the name the root to rise yoga teaching method came from.

It comes from rooting into who you are, your own yoga teaching practice, your own yoga practice. The rising part of that is how you share it with others as a yoga teacher. Let's go little bit deeper so you have a better idea of what is included in this. John, if you don't mind taking the first area of commitment and talking about commitment to your students when you're a yoga teacher.

JOHN COTTRELL:

Wright, your commitment to your students that is so important. 3 things I want to really mention about this area. One is be prepared, be prepared to deliver a wonderful yoga practice to your students. That means you decide the theme or intention you're going to have. Music, setting, poses you are going to

put together. Even do a little dress rehearsal for yourself that when you arrive you are fully committed, ready and can deliver a wonderful class. I just taught a teacher training program and that was one of the things I wanted to highlight with my teachers in training. To be prepared, and another one is staying in your yoga lane.

Your students will look up to you and come to with all kinds of different questions outside of the yoga realm sometimes. For example someone might come up and say something "oh you know what I feel it my knee is really bothering me, I don't know if I need surgery or something fat?" That might not be in your yoga lane unless you are a physical doctor you may need to make a referral. Something like that.

You may want to say something like that, be sure that you stay in your yoga profession, Lane. Only deliver information that you are really knowledgeable about. The other one here is also show compassion in the diverse folks that you are going to be expensing in your classes. You are going to get folks of all type in your practice with different abilities, cultures, leg just. I am teaching a class, there was a deaf student in the class and we just accommodated well so that they could hear me. They just stayed at the front of the class, and I made sure I was at the front of the class so that they could read my lips. Things like that.

Even using props, and knowing how to use props appropriately when teaching classes just in case someone needs a little assist or adjustment just by using props like a block or a strap or something like that. Show a strong commitment to your students. Alright, that is students, how about your teaching team and studio?

ALISON RISSEL:

I feel like often as yoga teachers or yoga teacher training may not always be taught about commitment to your fellow instructors or the studio. Or we are taught commitment in a way that might not be true commitment. It might just be "hey, you have to do exactly as I say." Which means not commitment, that is more than authoritative position. Commitment means that you want to help your fellow teachers, and you want to help your studio.

Not because you have to but because you are so committed to the others that you work with that you want to help. You want everyone to succeed. This can come in many, many ways. On your handout we have 3 primary ways for you to start taking action for commitment right away. First is provide a great experience for your students. That way everyone feels really, really welcome there. You want everyone to feel really, really at home. Maybe as a fellow teacher if you are taking another teacher's class you can just help put away blocks at the end of class. Or help wipe things down.

I think this is a really big one when it comes to being a good team player. Being a good sub at a yoga studio is one of the biggest ways you can show commitment to your teaching team. No one likes and

someone always asks for sub but never returns the favor. Alright. Being a good sub shows a good commitment to your fellow teachers. It shows that you are there to help them. You are a team, your primary purpose is to help the students. By being a great sub, by helping out fellow teachers shows a commitment to the fellow teachers in the studio.

It is a number one way to demonstrate your commitment. It can also show up as helping out when not teaching. For example, if I knew that a fellow teacher would have been in the class that I was going to be running late for, maybe I could've called them and said "hey, can you step in, I am not doing super great" stepping in at the last minute. Wiping down equipment, this does not mean stepping to the front of the class if the other teacher does not ask you. That is not commitment.

It is just helping out whenever you can see that someone needs some help or when they ask for it. It is also leaving the studio clean and ready for the next class. Maybe cleaning the floors, making sure that the temperature is set appropriately. It is helping promote the studio. I know I can get into a big discussion of what is appropriate to help promote, and how much time.

Even just telling fellow people, maybe other people about the studio that you teach. Helping the studio owner in any way is very, very important. Finally, you want to make sure that you understand and implement your studios safety protocols. So something does happen, you know exactly what to do.

Every studio will be different. You need to know if you need a CPR certification. If so, you need to make sure that you get that. That is irresponsibly and it shows a commitment. You need to make sure that you are getting your appropriate CEUs, that also shows commitment to the team and the studio. You need to make sure that you also understand the safety protocols. Where you go if there is a fire? In Sherry's situation, she knew the studio owner and so she knew that maybe I should talk to her about offering a free pass. It does not mean that you have free reign to do whatever, but understanding the protocols and safety procedures is very, very important. All of you are doing great just by taking this webinar today because you are getting some of your CEUs.

That alone shows some of your commitment to your fellow teachers and your studio. Finally, the next topic thing of commitment is commitment to yourself. Sheri, would you like to share what this means.

SHERI FISHER:

I would like to start off by saying that all of these areas are things that you have control over. The unexpected situation, you can prepare as much as you can but when it happens that preparation is there to help you. These are things that are behind the scenes, the as you step into the role of a yoga teacher and you take this commitment, know that you take it all on. We do so willingly because this is part of how we should practice with other people. It does start with the things that we talked about. The commitment to your students, I think that is the easiest one to say because we're there in service of

our students. We become a yoga teacher, that is what we are doing. Also to the teaching family we want to be a good team member and support our fellow teammates because they are also supporting us.

These are parts of our commitment that you can take control over. We did a workshop last fall here on the Yoga Alliance webinar platform and it was how to get hired as a yoga teacher. One of the things we talked about is your enthusiasm and your commitment to your yoga teaching profession is probably even more important than any of the experience that you have. The number of hours that you have teaching. Even if you are fresh out of your yoga teacher training is something that your commitment shines through.

They want to know when they are hiring somebody, is this person committed to themselves as a yoga teaching professional. How will they treat our customers. How will our customers want to come back because they have been treated well.

Think about the commitment as a glue that holds you and your commitment to being a yoga teaching professional. As I said before it really starts with your commitment to yourself. I will tell you when I started to teach right out of my yoga teacher training as soon as I got over my hump of being nervous about it. As soon as I started teaching, I wanted to teach all the time. I wanted more experience, I was getting more into it. I also did it to my own detriment. Let's say, if somebody needed a sub. Instead of practicing that day I would volunteer to teach. Which is great as long as you can find the bounce to that.

Taking care of yourself is fully important, for example in Allison's story let's say she was significantly injured she would need to take care of that first. Even if she had commitment to the studio, to her students taking care of her needs first. It is almost like when you are on the airplane and they say put your oxygen mask on first and then assist others. You have to start with yourself. The point we put there is maintain your own yoga practice for self-care and just take care of yourself. Because it is going to impact

How you show up. The 2nd point put in their is handling your mistakes. This is both technically and how you treat yourself. Technically would be if I forgot opposing my sequence of the 2nd side of sequence. How might I tried to get back into the sequence somewhere into the class or not. There are reasons for both of those to happen. How and where and what do you say. And that type of thing. The other part of it is how I treat myself. If I get to the end of class and I am like "that is so stupid, I forgot to put half-moon on the other side". Instead of saying stuff like that happens, give myself a break, make a joke out of it.

Both technically handling mistakes but also being kind to yourself in the process. also taking care of

some of the technical components of yoga. Doing the requirements and certifications. I will tell you early on I did teach for a couple of studios where CPR was not required. And I still did it because I wanted to be prepared. I wanted to make sure I knew how to handle the situation. We did have an AED. I also learned when there was one near our studio. Taking control of the things that we can control from all of these levels.

Whether it is your commitment to your students, commitment to yourselves or the facility at which you teach. The last point and this does come down to your commitment to yourself is bringing yourself and your office to city into your teaching practice. Again, it all comes from the roots that we pulled down, we nurture and cultivate in our own yoga practice that shines through everything else that we do. John Allison, is anything else that you would like to share in regard to the 3 areas of commitment? Alright, I covered everything (Laughs). At the bottom of that handout you will also notice that we provided some resources for you. There are links to the 2 previous workshops that we did. Last fall I mentioned this it was a loner and has to get hired as a yoga teacher. That came from the 4th floor powerful teaching we talked about how to best present yourself, market yourself and understand what you bring to a potential employer. Before we did a webinar called "how to stand out as a yoga teacher". Where we really reviewed all 5 pillars of powerful teaching. I invite you to use those legs, look back and take a look at those webinars. You can still get the continuing education credits from it. It will give you some information on some of our previous women are.

So John, I know you are going to claim that yours is also a true story, but one of us is lying. Your story is called "the heart attack". If you are listening to John story go ahead and refer back to the 4 A's on your handout unless listen to what happened.

JOHN COTTRELL:

Yes, my story is true. I was teaching a power yoga class because I teach power yoga. It was a Saturday morning, and my Saturday morning classes can get credit. Sometimes during the middle of the class I noticed that one of the students stopped moving through the sequence that I was teaching and they came down to a crouching position. They were crouching and grabbing her arm. I just kept teaching but I was watching the student as I was going along with the vinyasa flow. They just kept moving closer and closer to the floor. So I thought "I better do something here" I was thinking what to do in this circumstance.

I just kept teaching, I was able to continue teaching the class and get them through his Avenue on the flow but eventually getting them down to the floor into child's pose. As they did that, I went over to the student to see if they were OK. Clearly they were not. I asked if they wanted to be escorted out of the room and they just nodded yes. So I helped them out of the room. I happened to tap another student that was in child's pose and I said "can you come with me.". So they got up and went into the lobby with this student. The student was able to talk and they said they just felt a sharp pain in her chest and

arm. I just immediately thought heart attack.

I set the person down at the soap and I asked the desk attendant to call 911 just to be sure that everything was OK. Then instructed the accompanying student, the student that came with me to stay with the gentleman who had the pain while I went back into the classroom. Because they are still in child's pose. I went back into the class I had the students sit up in euro pose. I explained to them that one of our students had a medical emergency. I asked them to deposit in place will I went out and continued to assess the situation. It was a matter of minutes before the paramedics showed up. I went back to the classroom and said everything was OK. Take a few moments and breaths and I proceeded to teach the class.

After the class was done I went out, the student and the paramedics they were all gone. I got the students contact information from the front desk and I called them. They reported that everything was fine, they were OK but they were going to follow up with their doctor just to be sure everything was really OK. That was really the situation. Everything happened so quickly and I had to act on instinct. I am only hoping I did the right thing. Maybe looking back there are probably some things I should have or could have done but that was the scenario. That was exactly what happened and that is the truth.

SHERI FISHER:

I hope that yours is maybe the lie because that sounds pretty serious. I will say I have worked in the industry for over 25 years. I have had somebody call 911 or that type of thing. One of the things that is really important is that when people come into workout we are stressing their systems. Associate is a hot yoga studio we are stressing their systems even more. So being ready and being prepared for that is so important. John you handled it so well, like you said things were happening so quickly that it makes it really difficult I think to do the right steps in the right order as it is happening. The way you told it, it sounds like you did exactly that.

JOHN COTTRELL:

Fingers crossed, I hope I did.

SHERI FISHER:

Was he OK man?

JOHN COTTRELL:

Yes.

SHERI FISHER:

Before we go through these stories and reveal the latter is I want to challenge these people in the webinar. What are you going to do to take this information that we shared with you and immediately

start to integrated and get yourself ready for your own commitment as a yoga teacher. Think about that, Allison is going to talk about that just a little bit more.

ALISON RISSEL:

Hopefully as you've heard these stories you realize any situation can happen. As much as we try to prepare you in yoga teacher training. It is almost impossible to be fully prepared for any situation. You probably also had some sinners come up in your teaching. I want you to go back maybe through those sinners or maybe make up a few-- those scenarios and make up your solution or which you did or what you would do in that situation. What is the acknowledgment of that situation? How do you assess that situation, what are the decisions you need to make, what would be your action plan.

Finally how to analyze or possibly applaud yourself. Come up with your own scenarios. This is just a way to prepare yourself. Maybe you are going through John's scenario in your own head and you say I should've learned what an AED is-- should've learned what an AED is in my studio. Come up with one to 3 snares on your own of things that could've happened, have happened or could've happened. Go through the 4A's and then review the 10 things you need to know. Look at the commitment to yourself. Where do you need to be more committed to yourself. What is your own personal practice looking like these days. What is your commitment to the studio or to your fellow teaching team. Is there an opportunity for you to maybe stop a little bit more. Are you chronically late for classes? Are you constantly going over on your classes, which is not very committed to teaching team into studio. How can you be a better teacher and more committed to the studio? And then also look at how you can be more committed to students. Is there more training that you need in certain areas. The need to brush up on some of your CEUs?

You need to learn how to use more inclusive language or better learned comps? As a yoga teacher please know it is impossible to know everything at once so give yourself grace. It is important that you maybe identify one or 2 ways the can be more committed. You may go through this list and think "oh my gosh, I need to be committed in all 10 areas. You do not have to stress yourself out with all 10 right now. Take it one step at a time. Action and change, commitment happens through consistency. Choose one action step and move through that. And work through that. I think from here, I also encourage you to find an accountability partner. This is just a nice way for you to try and stay more committed to your fellow teaching team. Maybe find an accountability partner, set a date and say "hey this is what I want to do, when I'm going to do and who will help hold me accountable" was a really great ways for you to actually implement change. From here, I think we are going to do. Let's see, are we going to go into Q&A or do you want to reveal our truth and lies.

SHERI FISHER:

Let's go into Q&A. Tricia, if you will come in and let us know if you some questions that have popped up at the top and we will answer them. At the end, we will reveal.

PATRICIA ANDERSON:

Pardon me, most of the comments in the Q&A are folks opinions that whether or not your story is true. We do have a few questions I am actually going to take the host privilege here and reframe them a little bit.

One of the things that came to mind for me was a little bit of putting you you all on the spot to use your own. I'm to take you out of the student environment and put you on the bare feet as we often are as yoga students. A teacher that teaches in a different setting may be a gym, community space. Maybe they teach in a school. Maybe they teach online. What are some steps that you would take to assess and develop a commitment here teaching if you are in one of those other, non-studio settings. You don't have to answer them all I'm just giving them as example pick one. It's

SHERI FISHER:

I will take a fitness center. My husband went to the were college I taught at the fitness center. I will say we had instructor meetings, and it was instructors of all different fitness classes. Subclasses, spin classes that type of thing. We did talk about safety. The yoga studio space was upstairs above where the basketball courts were and stuff. It was the same vein, we knew where the AEDs were, how to get hold of the front desk. When and when not to call 911. To me I think the principles from being in a studio to a fitness center. For me it was exactly the same and I think it is understand your environment, understand the safety protocols and then also for me it was helpful to envision being in an emergency situation or unexpected situation and running through in my head how would I handle it. Almost practicing before it happens. I do not think I will ever totally get you prepared but I think it helps you see yourself in that situation help you understand how you will respond and see the you can come down and handled appropriately.

PATRICIA ANDERSON:

Reminds me of one of the many episodes of the Oprah Winfrey show. One of the best ways to prepare for an emergency is to prepare when you are not in the emergency. Some of these situations are very serious. Sometimes it is just something that takes you off track. Training your brain to take you through that process when you are not in the fight/flight mode is super important. I still count the number of seats between me and the exit every time I get on an airplane. Thankfully, I've never had to use that and I hope I never do.

Allison, John you want to add anything to that question about other situations for your other teachers.

ALISON RISSEL:

Yes, I will go real quick just because I actually think this is interesting. I have taught very little in actual studios. Most my expense is in parks, online, fitness facilities. I think Sherry has really nailed it. Every

environment has its own unique challenges and benefits. If you are teaching online, and John's situation happens, are you prepared with the person's phone number to make phone calls and check in on them. Are you prepared with their emergency contacts. Those are pieces of teaching online yogurt you still know about your students and can help them in an emergency situation. That is commitment to your students at a very fundamental/important level. Do you know their health history, Jeff them fill out forms of their health history?

I think that can be an important piece of commitment to your students, in parks do you have your cell phone with you and are you prepared to pause the class and make a phone call to emergency personnel. I think that every environment is different and if you keep in mind the commitment to your students, the commitment to yourself. The commitment to just the studio or environment in general will naturally happen.

SHERI FISHER:

One other thing, in the checking system that I worked under, has notes about each student. It is easy for me to get into the routine of just checking people in and walking and teaching. Making sure you check those notes to see, do something have some heart issues or recently have a knee surgery. If they have shared any health history with us. It is really good to just review that before you step into a class. So you are ready in case like in John's situation. Somebody starts to go down you may understand a little bit more about what is happening with them as it is happening or before it happens.

PATRICIA ANDERSON:

John, anything to add? OK one thing I will just jump in here remind everybody. As a yoga teacher, and particularly a registered yoga teacher with Yoga Alliance we all have a scope of practice. I was joking a little bit at the top of the session where I spoke about all of our presenters and their various skills and qualifications outside of yoga teaching but it is important that you know as John was saying where your lane is. We are talking about being prepared, all of these situations you might find her self and. You are going to want to help people and there is nothing wrong with that except if you are not the right person to help the person in front of you. Just a subtle reminder that is also part of your presentation is knowing the role of that training and what you are in the present moment. We only have 5 minutes left. There's a lot of great engagement in a Q&A, really specific questions.\

I am happy to offer one more but I also want to give you time to reveal, what do you think?

SHERI FISHER:

Let's reveal and then we will answer any questions about works. John, I think you are going to be our truth teller, is that right?

JOHN COTTRELL:

I will be the truth teller, OK. It looks like some people have already been making her gases in Q&A, fantastic. A quick review we have 3 scenarios, the first and was from Allison, the bike accident. Scenario number 2 was from Sheri, that was now that's alarming. And mine was number 3, that was "the harder side". It is your opportunity to put either-- the heart attack, now is your opportunity to put in Q&A which one is alive. Some are saying all of them are true. I mean all of these things could happen, right? Let's see.

PATRICIA ANDERSON:

That is the most strategic way to play to the truth and a lie. Just enough truth.

JOHN COTTRELL:

Number one, number 3 allow (Laughs) Thanks for participating everybody and giving gases. Remember,-- guesses what you think you might do differently, don't forget that 4th A, how do you analyze and applaud yourself for a job well done. For the action that you did take. Alright, I think it is time for the big reveal. The lie is scenario number 3, "the heart attack".

SHERI FISHER:

John, you're such a liar.

JOHN COTTRELL:

Such a liar. (Laughs)

SHERI FISHER:

I will jump in here and put up 2 more slides for you. The information that we shared today came from the book "standing room only had to be that yoga teacher". It is where we go through the root to rise teaching methods. It is now available paperback on Amazon. And also this is on your handout. Our contact information is here is on the bottom of page 2 in your handouts. If you have additional questions for any of us, please feel free to reach out. We love helping yoga teachers do the important jobs that they do. Tricia, if there's any other questions you would like us to answer or anything else to wrap up let us know.

PATRICIA ANDERSON:

We are so flooded with commentary about which one is true which one is not. I was inspired by a conversation that Sherry and I had free preparation of this yogurt shop. The landscape of yoga teaching like pretty much everything over the past 3 years has changed radically. Many people who were yoga teachers and what I like to call "be before times" had this one pretty common expense of teaching in a studio where there is a built-in committee of both students and teachers and fellow professionals. What I want to share with all of you is that wherever you are teaching you have a community here at Yoga Alliance.

Even if you are like me just teaching once a week on zoom to a small group of people or if you are teaching any studio, if you are not teaching yet, you just started that is what Yoga Alliance is all about. I am speaking on behalf of Yoga Alliance because I am a member like you. We are here to be there for each other, to learn from one another and be those accountability partners. I hope that you all will continue to engage with us and all the platforms that we have here. On why a digital, there is the why a community. There are so many ways to engage--YA thank you for that point of privilege, Allison, John, Sherry I want to thank each of you for putting this session together today. And I think that give us a lot to think about. We are just at time, but if you all have any final things that you would like to say please go right ahead.

SHERI FISHER:

I just want to thank you again for the opportunity. I want to put some emphasis on what you said. I think that the key thing between yoga teachers is a connection piece. We are here for each other. Use your resources. Between John and Allison and I we have some collaborative efforts. Lean on each other, use that connection between each other and the connection with Yoga Alliance.

ALISON RISSEL:

And if you have questions, I know we did not get to everything. You can find our contact information. We love to connect with yoga teachers. We are more than happy to answer any of your questions outside of this webinar.

JOHN COTTRELL:

I just want to thank Hugo Lyons for having us on and thanks to all of you for-- think Yoga Alliance for having us on. Thank you.

PATRICIA ANDERSON:

Thanks everybody for joining us today also, Sheri and John. We hope to see you in a future session. Please stay well and continue moving.

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